

KI HAJAR DEWANTARA'S LEADERSHIP TRILOGY OF THE MAIN CHARACTER OF LEAN ON ME MOVIE

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Abstract

The objective of this study was to describe (1) the types of Ki Hajar Dewantara's Leadership Trilogy in *Lean on Me* movie, and (2) the influences of the main character's leadership to the teachers and students in the movie. This study used qualitative research. The object of this study was *Lean on Me* movie's transcript. There were 32 utterances analyzed in the movie to find all indicators of each component of the trilogy. Generally, the results of the research showed that the three principles of Ki Hajar Dewantara were expressed by Joe Clark as the main character in the movie; they were *ing ngarso sung tulodo*, *ing madyo mangun karso*, and *tut wuri handayani*. Based on the analysis, the results showed; (1) the main character could be said as a good leader as he fulfilled all the three principles of Ki Hajar Dewantara's Leadership Trilogy. There were 16 utterances in *tut wuri handayani*, 11 utterances of *ing ngarso sung tulodo*, and 5 utterances *ing madyo mangun karso* that were shown from his attitudes, roles, and actions in being supportive, role model, and motivator to his teachers and students; (2) the main character, through the three principles of Ki Hajar Dewantara's Leadership Trilogy influenced his teachers and the students.

Keywords : *Ki Hadjar Dewantara, leadership trilogy, main character*

Introduction

The development of literary work is always significant. Nowadays, literature is not only presented in written texts but also becoming popular in audiovisual forms, like movies. There are many literary works that are transformed to movies such as *Romeo and Juliet*, *Titanic*, *The Lord of The Rings*, *Sherlock Holmes* et cetera. Literary work is a media that has a big influence to people. Furthermore, in this world, people are leaders. The values of leadership exist on every side of human life such as in family, school, college, institute, group et cetera. It is no exception in a film or movie. But, only certain people have a good leadership talent. Based on that reason, the researcher tried to reveal Ki Hajar Dewantara's leadership trilogy to be a part of literature and leadership development. Another reason why the researcher chose the movie is because the movie was based on a true story and showed the picture of educational world. Furthermore, it could explicitly and implicitly represent the emotions, actions, and transparencies of a leader as portrayed in Ki Hajar Dewantara's Leadership

Trilogy. In this study, the researcher used Ki Hajar Dewantara leadership trilogy, known as *Tri Ngo*, that covered *ingngarsosung tulodo, ingmadyamangunkarso, tut wurihandayani*.

Theoretical Review

Ki Hajar Dewantara's Leadership Trilogy

The leadership trilogy in this research is a concept that is proposed by Ki Hajar Dewantara which covers *ingngarso sung tulodo, ingmadyomangunkarso* and *tutwurihandayani*.

- a) *Ingngarso sung tulodo* which means "being a role model leader". A leader has to be able to act as a model for his subordinates. It is also related to how a leader behaves and builds a good communication in order to motivate his/her subordinates. The indicators of a role model teacher are as follows:
 - 1) Navigator, creates shared vision/provides direction
 - 2) Communicator, listens effectively/articulates messages
 - 3) Mentor, provides others with a role to guide their actions
 - 4) Learner, develops personal knowledge, skills and abilities
 - 5) Builder, shapes processes/structures to achieve goals
 - 6) Motivator, influences others to act in a desirable manner (Kashfi 21).
- b) *Ingmadyomangunkarso* which means "being a motivational leader". A leader has to be able to motivate his/her subordinates so that they will adore the leader. House and Mitchell elaborated path-goal theory. The goal of this theory is to increase employees's motivation and satisfaction. Path-Goal Analysis proposes four distinct types of behavior. (House and Mitchel qtd. in Knight et. al 2-3):
 - 1) *Directive pathgoal clarifying behavior*
Directive path goal aims to reduce role ambiguity, clarifying the link between subordinates efforts and goal attainments, then linking subordinates goal attainments to extrinsic rewards.
 - 2) *Supportive leadership behavior*
Supportive leadership behavior focuses on the personal needs of followers or subordinates.
 - 3) *Participative leadership behavior*
It means involves or considering subordinates' input and valuing their opinions when making decisions that affect them.

4) *Achievement-oriented behavior*

Achievement-oriented behavior is concerned with enhancing subordinates performance in an almost inspirational manner. Leaders engaging subordinates in such expression of confidence in their capability to make them reach their goals and encourage them to set high goals and elevate standards of excellence.

- c) *Tut WuriHandayani* which means “being a supportive leader” is interpreted as empowering students by following students’ development of learning process with careful observations and feedback, nurturing and guide them to comprehend the better meaning of the world. (Claramita 4)

There are five practical steps to become a supportive leader. They are as follow:

1) *Ensuring people know what they are doing*

While it sounds like stating the obvious, a global survey carried out by Gallup revealed the staggering statistic that only half of employees “strongly agree” that they know what is expected of them at work, which is worrying for all concerned since expectations are met only when employees fully understand their roles. Remove doubts from employees by making sure they know their role they will thank you for it through their performance results.

2) *Clarify tasks*

Subordinates are hoped to carry out tasks that useful for helping the organization achieve particular goals. If students find a task too complex or to be all over the place, they will be able to deliver half-baked results. By clarifying or showing who you are after your team, they will be in the best position to make sure that all job is done well.

3) *Set the standard*

As a leader, it is your job to set out your stall and inspire your team to pull together in the same direction by answering three key questions: what are we doing? why are we doing it? and how do we get there?.

4) *Provide guidance*

To be an effective and supportive leader, it is vital that you walk people through the steps of what you are planning, and provide guidance and mentorship where it is needed because it will be needed.

5) *Confront difficulties*

Confront difficulties aim to reduce stresses and frustrations. Therefore, the best leaders are eager to make sure they deal promptly with any obstacle that gets in the way of the progress of their team. (Clarke 1)

Research Method

The research type of this research is qualitative research. "Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers as data for analysis." (Patton and Cochran 2). There are five key approaches to qualitative research, they are ethnographic approach, interpretivist approach, biographical, life history and humanist approaches, conversation analysis and discourse analysis, and psychoanalytic approach. This research uses Conversation analysis and discourse analysis. It stands in marked contrast to biographical/humanist approaches, and to interpretivism. Although they do not represent a neatly unified approach, they do share certain key characteristics, particularly in their emphasis on talk and text as data sources (Mason 55-58).

The researcher collects the data from *Lean on Me* movie transcript through skimming (superficial examination), Reading (thorough examination) and Interpretation. (Bowen 32) and categorize the data into Joe Clark utterances to analyze. The data is written into note card as the instrument to collect data from the transcript.

The data analysis technique of this research is content analysis. Content analysis is a systematic research method for analysing and making inferences from text and other forms of qualitative information (e.g., from interviews, focus groups, open-ended survey questions, documents, and video). (GAO Learning Center 4). The steps of the data analysis; *Identify data sources, develop categories, code data, assess reliability, and analyze results.*

Findings and Discussions

Findings

1. Types of Ki Hajar Dewantara's Leadership trilogy

The findings of the research will be related to the types of leadership trilogy used by the main character and influences of that leadership trilogy to others. From the six indicators of *ingngarso sung tulodo*, the researcher found five that were expressed by the main character, they were navigator with 3 utterances, communicator 3 utterances, learner 3 utterances, builder 1 utterance, and motivator 1 utterance. For the other one namely mentor, there was no example found. In *Ingmadyomangunkarso*, From the four indicators of this principle, the researcher found three of four indicators expressed by Joe Clark, they were, supportive leadership behavior 2 utterances, participative leadership behavior 1 utterance, and achievement-oriented behavior 2 utterances, and no utterance found in directive path goal clarifying behavior. In *tutwurihandayani*, the researcher found that all of them are expressed by the main character. Ensuring people know what they are doing with 4 utterances, clarify tasks 4 utterances, set the standard 2 utterances, provide guidance 2 utterances, and confront difficulties 4

utterances.

2. *The Influences of the Main Character's Leadership to the teachers and students*

After East Side high school was left by Joe Clark, the situation at the school became more complicated and disorganized. The teachers at school had tried for years to make a conducive school but there was no change at all. Joe Clark, who was known as discipline person, did everything in his own ways and rules, but actually he was still a friendly man. When he was appointed as a principal, he started to "clean" the school and got many resistances. This thing had to do to make students pass minimum basic skill test. Started from expelling student who were dealing with drugs, smoking, harassments, and other criminal acts in the school. After that, he started to reorganize school rules and teacher's performance. The main character, through the three principles of Ki Hajar Dewantara's Leadership Trilogy influenced his teachers and the students. In facing the teachers, the main character always had a fight with teachers who did not follow his mindset.

The results of the main character's influences, some teachers were fired and suspended, some of them decided to resign. But, in the end of the movie, all teachers came to realize that actually Joe Clark wanted to make them more discipline and diligent. Finally, they were forgiven by Joe Clark and they got back to school. On the contrary, the influences gave to students were not as bad as teachers. He embraced his students, gave advice, and cared to them. So, the students did not involve again in any problems at school and passed minimum basic skill test. As the result of his constant support to his teachers and students, it affects on their character building. They become a firm people. They also have high motivation and confidence in learning. All of teachers and students who lost their hopes, now they are rising together for a better change in Eastside High School.

Discussions

This study proposes Ki Hajar Dewantara's Leadership trilogy principles as the theory used for analyzing the data from *Lean on Me* movie transcript. The principles of the trilogy are *ingngarso sung tulodo*, *ingmadyomangunkarso* and *tut wurihandayani*. The steps of analyzing data are identify data sources, develop categories, code data, assess reliability, and analyze results. Then, researcher use supporting theories as indicators of Ki Hajar Dewantara's Leadership trilogy to analyze the main character leadership in *Lean on Me* movie transcript. The indicators are divided into three parts based on the Ki Hajar Dewantara's Leadership trilogy. The first, *ingngarso sung tulodo* which covers navigator (creates shared vision/provides direction), communicator (listens effectively/articulates messages), learner (develops personal knowledge, skills and abilities), builder (shapes processes/structures to achieve goals), and motivator (influences others to act in a desirable manner). Second, *ingmadyomangunkarso* which covers supportive leadership behavior, participative leadership behavior, and achievement-oriented behavior. Third,

tutwurihandayani which covers ensuring people know what they are doing, clarify tasks, set the standard, provide guidance, and confront difficulties.

Conclusion

Based on the findings and discussions of the research. The researcher found that the results of Ki Hajar Dewantara's leadership trilogy analysis were significant. Joe Clark as the main character could be said as a good leader. The researcher found that the main character fulfilled all principles of Ki Hajar Dewantara's leadership trilogy. There were 16 utterances in *tut wuri handayani*, 11 utterances of *ing ngarso sung tulodo*, and 5 utterances *ing madyo mangun karso*. So, generally, it could be said that Joe Clark was a good leader based on Ki Hajar Dewantara's leadership trilogy. Then, the common main character's influences in the movie were found in the students. Nevertheless, the influences also found in the teachers. When facing the teachers, the main character always had a fight with teachers who did not follow or could not adjust with his mind-set. As a result, some teachers were fired and suspended, some of them decided to resign. But, in the end of the movie, the researcher found that all teachers came to realize that actually Joe Clark wanted to make them more discipline and diligent. Finally, the fired, suspended, and resigned teachers were forgiven by Joe Clark and they got back to school. On the contrary, the influences gave to students were not as bad as teachers. He embraced his students, gave advices, and cared to them. So, the students did not involve again in any problems at school and passed minimum basic skill test.

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